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**Department of English and Modern Languages**

# **Fall Semester 2014** Ms. Melissa Green

**English** 206.0101 Modular 934-6 # 8

Introduction to Poetry Phone (410)651-6286

**Email:** [mmgreen@umes.edu](mailto:mmgreen@umes.edu)

**Office Hours and Student Consultation:**

MW from 2:00-4:00 pm and Thursday from 1:00-3:30 pm

* All grades are to be discussed during office hours only. Per university policy, no grades will be discussed via email or over the phone
* If my scheduled office hours are not convenient for you, contact me via email so we can arrange another more suitable time. Only emails that originate from a UMES account will receive responses unless the student identifies him/herself as a student.
* All grades are posted to Blackboard and may be accessed by the student at any time using the My Grades tab. Please check your average often so that you are aware of where you stand in the class.If you have questions, see me immediately, do not wait until the end of the semester!

**Required Textbook and Electronic Sources:**

Michael Meyer. Poetry: An Introduction. 7th Edition. Bedford/St. Martin’s, 2001.

\*This is a **REQUIRED text**, meaning you must purchase the book to be effective in the class. **You need to bring the book to class every day for quizzes, discussion, and class work purposes. Those without a textbook will not be allowed to share or remain in the class.\***

Electronic Literature Collection. Volume One, October 2006. College Park, Maryland: Electronic Literature Organization. ISSN: 1932-2011 <http://collection.eliterature.org/1/>

Electronic Literature Collections. Volume Two, February 2011. College Park, Maryland: Electronic Literature Organization. ISSN: 1932-2011 <http://collection.eliterature.org/2/>

**Course Description:** This course is an introduction into the analysis and comprehension of poetry across a wide range of themes and authors. The course is also intended to encourage students to make a connection to poetry through examination of their own identity.

## **Course Objectives & NCTE Standards:**

Students are required to attend all classes and to come to class prepared to discuss in detail the assigned readings given below. Please remember that "reading" an assignment means a close and detailed analysis, in which you make notes regarding significant passages or ideas, and become as thoroughly familiar with the assigned material as you can. When you complete this course successfully, your success will be evidenced by the following things that you should be able to do:

(List at least 4 objectives)

1. To demonstrate knowledge of the characteristics of Literature covered in the course.

1. To demonstrate familiarity with and understanding of the genres and sub-genres of

Literature covered in the course.

1. To be able to discuss and explain in written form the importance and significance of

key literary terms which have been explained during the course of the semester.

4. To demonstrate in all written work submitted for credit an ability to write clearly

and coherently in a style that incorporates the standard tenets of basic composition

and standard grammar.

**This course meets the following NCTE Standards for Teacher Candidates:**

* 1. Complete a specific language arts course of study.
     1. Demonstrate how to respond to and interpret what is read in different ways.
     2. Demonstrate how to discover and create meaning from texts.
     3. Use a wide range of strategies to comprehend, interpret, evaluate, and appreciate

texts.

* + - 1. Works from a range of genres.

**Student Competencies:**

1. Communication Skills (oral and written)
2. Critical Analysis and Reasoning
3. Information Literacy
4. Diversity

**Program Outcomes:**

1. Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and diverse cultures of the world to acquire new information and to respond to the needs and demands of society and the workplace.
2. Students apply a wide range of critical and analytical strategies to comprehend, interpret, evaluate and appreciate texts in order to build an understanding of philosophical, ethical, and aesthetic dimensions of human experience.
3. Students use technological and information resources to gather and synthesize information in order to demonstrate their ability to conduct research on issues and interests by generating ideas and questions, by posing problems, and by communicating their discoveries in ways that suit their purpose and audience.
4. Students demonstrate ability to speak and write proficiently in French or Spanish to develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures.

**Related Assessments:**

In nearly all of the English Department’s literature-based courses, students are required to write critical reaction papers, response papers, and longer research papers. Traditionally, a library component is required to ensure that students learn the rigors of information literacy, scholarly inquiry and library research.

**Methodology:**

* Lecture
* Small Group Discussion
* Large Group Discussion
* Media Presentations
* Reading from Text and Additional Materials
* Use of Electronic Resources/World Wide Web

## **Examinations and Grading:**

Quizzes/Homework 50

Mid-term 150

Rhythm and Meter Test 50

Discussion Questions (5) 50

Journals (4) 200

Wordle presentation 50

Creative Project 200

Final Examination 150

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900 points possible

**Coursework Guidelines:**

* Quizzes will be both announced and unannounced and may not be made up unless the absence was excused. Questions will not be repeated for students arriving late to class. Class work assigned on a day a student was absent may not be made up unless the absence was excused and/or prior notification given. Most weeks we will have class work on Wednesdays and quizzes on Fridays.
* For credit**,** homework must be submitted at the beginning of the next class session. Late homework will not be accepted.
* **Discussion questions** will be spread across the 15 weeks and will be marked as DQ on the reading schedule. You will need to post in the discussion portion of Blackboard about the question by the end of the week. Several of these questions will occur during our mini unit on Digital Literature.
* **Response journals** will consist of 4 papers from 350-500 words each.
  + Two of these journals must be submitted on Digital Literature during week 11 and 15. One of these should demonstrate that you understand the medium being utilized in a piece on the syllabus, the other should be on a specific piece from the Electronic Literature Collection Volume 1 or 2 that you choose that is not being covered in class.
  + These must be typed, double-spaced, in standard MLA format, and submitted online via SafeAssign in Blackboard. Failure to comply with this directive will result in a 0 for the respective journal. Once the due date has passed, the journal may not be submitted.
  + For the other two journals, you will be asked a broad, thematic type question which will require you to use direct quotes from the poems on the syllabus to support your interpretation
* **Wordle Presentation** you will work with a free internet program called Wordle. I will demonstrate how to use the program in class. You will then need to choose a poem from the syllabus and experiment with presenting it in a different medium. You may choose to use the entire poem, a part of the poem, or random words and phrases that stand out to you. Have fun with this. You will need to post these links on the Blackboard discussion page for me and your classmates to view. I would like each of you to briefly discuss these presentations in class.
* **Creative Project**: this will be a media presentation (power point or another program of your choice) that will examine a particular author’s work in greater depth. I would prefer that you choose a poet that we did not cover in class, or if you do select one we covered, that you do not use works we have discussed from the syllabus. This may also be an author who has multiple works on either Digital Literature Collection. If you choose the Digital Literature option, you may also pick presentations from different authors as long as the works present a common theme that you are able to identify and explain.
  + The presentation will need to include:
    - a brief biography of the author or authors
    - an overview of two to three separate works
    - an analysis section showing a common theme among the works
    - Two outside sources that support your position or discuss the works or medium (like hypertext) in detail

This project will be worth 200 points and must be submitted via email to mmgreen@umes.edu. If no project is submitted, a grade of 0 will be given.

**Attendance:**

1. **Arrive on time!** If you come late, you miss important information, and you disrupt your classmates’ learning.
2. **Leaving the classroom**: Once class begins, do not leave until class is dismissed. Go to the restroom before class.
3. **Absences –** Absences will be excused ONLY if you present me with one of the following on the day you return to class:
   1. **Note from the hospital or physician** (Don’t schedule routine appointments during class time.)
   2. **Summons to court**
   3. **Letter from the athletic department** for a scheduled game
   4. **Letter from the Office of Student Affairs** or other campus advisor for required participation in a campus event.
   5. **Funeral bulletin** *(this is the program given out at the funeral,* ***not*** *the obituary listed in the newspaper)*
4. Do not schedule work interviews or appointments with other professors during class time.
5. **No makeup exams will be given for students whose absence is unexcused.** *(See above for criteria on excused absences.)* All make-up exams for excused absences must be taken within one week of the scheduled exam date.
6. If you do miss class, for any reason, it’s your job to find out what you missed and to obtain any handouts or assignments given. Make friends with someone in class who takes good notes. You are responsible for any information or assignments presented in class, whether you were there or not. Also check Blackboard.
7. **Sign in** -- Be sure to sign the attendance sheet each day or you will be marked absent.
8. **Athletes** -- It’s your responsibility to make sure that your coaches supply me with the official excuses for collegially approved absentees due to sports activities. **Students are still responsible for all assigned work on the dates due**.

**CONFLICTS**: If you find that other activities, family matters, employment, etc. are causing you to miss classes, you should consider withdrawing from this course and taking it in a semester when your schedule is less demanding. While I’m sympathetic to the demands of modern living, it’s not my responsibility to give you a private class session or alter the course requirements because you are unable to make it to class.

**Instructor Policies:**

**Attendance addendum**: Students are allowed to miss 3 classes a semester by the university without receiving a grade penalty. Absences accumulated beyond that number will be considered in the calculation of final grades. If a student arrives 10 minutes or more after class has begun, he/she will be marked absent for that session.

Students accumulating 10 or more absences over the course of the semester will be in jeopardy of failure.

**Plagiarism policy:** Any work showing any evidence of any type of plagiarism will automatically be assigned a 0 with no opportunity given for revision. Plagiarism is defined as failing to document any information gathered from any source that was not your own. This includes but is not limited to: copying papers from the internet and claiming them as your own, having someone else write your papers for you, copying another student’s work (with or without his/her permission or knowledge), and failing to correctly document source material. A good rule to follow is, “When in doubt, quote!” Your textbook and the library home page both contain additional information about how to avoid plagiarizing**.**

**Grading Scale:**

100—90 A Excellent

89—80 B Very Good

79—70 C Satisfactory

69—60 D Below Standard

59—0 F Unsatisfactory/Unacceptable for credit

**Roll sheet**

Beginning the second week of class, a sign in sheet will be distributed that must contain your signature to be considered present for the class. It is the student’s responsibility to remember to “sign in.” The sheet is collected at the end of class and will always be made available on my desk on the way out.

**Class Preparation and Decorum:**

1. **Students are expected to purchase a textbook and should bring their textbooks to class every day. The only exception will be those days where the poem was placed on Blackboard in which case students should print a hard copy for themselves and bring that to class. During the days when we are examining the digital lit pieces, you should bring your laptop to class if you have one.** In addition, students are also expected to keep up with the readings and come to class prepared for discussion of the assigned material. Individuals who consistently come to class unprepared (no textbook, paper, or writing implement) will have points deducted from their overall participation grade**.**
2. **Since the classroom is a collaborative learning environment, students who are late and otherwise disruptive (talking, sleeping, studying for other classes etc.) will also incur grade penalties and be asked to leave the classroom.**
3. Do not leave the classroom until the period is over and you are dismissed. If you are ill or have to leave for an emergency of any kind, take all of your materials with you. You will not be permitted to leave and return. Please do not interrupt class to explain your situation to me. Call or email me later if you feel the need to explain your departure.
4. **Turn off all cell phones and put them away before class begins**. The use of any type of electronic device during quizzes or tests is prohibited and will result in automatic failure of the assignment and dismissal for that class session. There should also be no text messaging etc. during class. Students violating this rule will be asked to leave and not return until the next session. Students will also be marked absent for this session.

**Weekly Reading & Study Assignments through Midterm:**

\* Denotes supplemental material that will be posted on Blackboard\*

**Week 1**

Introduction

**Week 2**

-terms: sonnet, paraphrase**,** line, stanza, structure, speaker, setting

Syllabus

What is poetry?

Approaching poetry

\*“Introduction to Poetry” (Bb) by Collins

“Stopping by the woods on a Snowy Evening” pgs. 371-2

“Death be not Proud” pg. 289

**DQ: What is poetry?**

**Week 3**

-terms: ballad stanza, simile, tone, diction, extended metaphor, metaphor

\*“Mother to son” (Bb) by Hughes

\*”If” (Bb) by Roethke

“My Papa’s Waltz” pg. 233

**First Journal Due**

**Week 4**

-terms: Imagery (visual, auditory, olfactory, tactile, gustatory, organic, kinesthetic), Ode, Allusion, Symbol,

“To Autumn” pg. 123

\*“Nothing Gold Can Stay” (Bb) by Frost

Class work on Imagery “Root Cellar” 109

**DQ: How does imagery enhance meaning in a poem?**

**Week 5**

-terms: Sonnets (Petrarchan/Italian, Shakespearean/English, Spenserean, Irregular), Rhyme Scheme

Sonnet unit handout and introduction

“The World is Too Much with Us” pg. 240

Sonnet Class Work

“Design” pg. 375

**Second Journal Due**

**Week 6**

-terms: personification, metaphor, Irony (verbal, situational, dramatic, cosmic)

Sonnet Quiz

“Mirror” pg. 148

\*“Barbie Doll” (Bb)

**DQ**: Explain how irony functions in one of the above poems

**Week 7**

Review for Midterm

**Midterm**

**Week 8**

**Rhythm and Meter Unit**

**-**text chapter on rhythm and meter

-introduction to rhythm and meter with handouts

-class work practice on concepts

--**Rhythm and Meter Test**

**Week 9**

**Paintings and Poetry: The visual and auditory connection**

“The Starry Night” by Sexton <http://www.poetryfoundation.org/poem/171273>

*Starry, starry night* painting by Vincent Van Gogh <http://johnbriner.wordpress.com/2010/01/05/starry-night-by-vincent-van-gogh/>

Don McLean song <http://www.youtube.com/watch?v=nkvLq0TYiwI>

“The Lady of Shallot” by Tennyson <http://www.poetryfoundation.org/poem/174626>

*The Lady of Shallot* painting by Waterhouse <http://upload.wikimedia.org/wikipedia/commons/7/70/John_William_Waterhouse_The_Lady_of_Shalott.jpg>

Loreena McKennit song <http://www.youtube.com/watch?v=k0rVNQw1DQM>

“Monet’s Water lilies” by Hayden <http://allpoetry.com/poem/8502005-Monets-Waterlilies-by-Robert-Hayden>

Monet’s Water lilies paintings by Monet <http://upload.wikimedia.org/wikipedia/commons/5/5d/Monet_Water_Lilies_1916.jpg>

<http://upload.wikimedia.org/wikipedia/commons/9/99/Water-Lilies-and-Japanese-Bridge-%281897-1899%29-Monet.jpg>

[https://www.google.com/search?q=monet%27s+water+lilies&tbm=isch&tbo=u&source=univ&sa=X&ei=vEmmU7eWGYqxyATKsYDQBA&ved=0CDsQsAQ&biw=1047&bih=504#q=monet%27s%20water%20lilies%20l%27orangerie&revid=124171287&tbm=isch&facrc=\_&imgdii=\_&imgrc=9HHul2SOVxIoeM%253A%3BMsL74NUx4DX9JM%3Bhttp%253A%252F%252Fromanoffelements.com%252Fwp-content%252Fuploads%252F2014%252F01%252FMuse\_e\_Orangerie\_Nymphe\_as\_panorama\_5\_02\_13\_3\_Sophie\_Boegly1.jpg%3Bhttp%253A%252F%252Fromanoffelements.com%252F2014%252F01%252Fcolor-warm-winter-blues%252F%3B1600%3B630](https://www.google.com/search?q=monet%27s+water+lilies&tbm=isch&tbo=u&source=univ&sa=X&ei=vEmmU7eWGYqxyATKsYDQBA&ved=0CDsQsAQ&biw=1047&bih=504#q=monet%27s%20water%20lilies%20l%27orangerie&revid=124171287&tbm=isch&facrc=_&imgdii=_&imgrc=9HHul2SOVxIoeM%253A%3BMsL74NUx4DX9JM%3Bhttp%253A%252F%252Fromanoffelements.com%252Fwp-content%252Fuploads%252F2014%252F01%252FMuse_e_Orangerie_Nymphe_as_panorama_)

Enya’s song *Watermark* [*http://www.youtube.com/watch?v=oiFTXckh0zU*](http://www.youtube.com/watch?v=oiFTXckh0zU)

**Week 10**

**What is Digital Literature? How does it relate to “traditional poetry”?**

Introduction

\*Hales. Electronic Literature. Chap. 1. E Lit What is it?

Wordle demonstration

Waber, Dan. *Strings.* <http://collection.eliterature.org/1/works/waber__strings.html>

from yhchang. *Last Days of Betty Nkomo*. <http://www.yhchang.com/BETTY_NKOMO.html>

Wilde, Nanette. *Story Land ELC.*

|  |  |
| --- | --- |
|  | <http://collection.eliterature.org/1/works/wylde__storyland.html> |
|  | **DQ:** What do you understand digital lit to be**?** What elements need to be present for a work to be considered digitl?How is it similar to and different from traditional literature? |
|  |  |
|  |  |

**Week 11**

-terms: hypertext, interactive fiction, drag and drop interface, audio

Wilks, Christine. *Fitting the Patten.* <http://collection.eliterature.org/2/works/wilks_fittingthepattern.html>

Davis, Juliet. *Pieces of Herself.* [*http://collection.eliterature.org/2/works/davis\_pieces\_of\_herself.html*](http://collection.eliterature.org/2/works/davis_pieces_of_herself.html)

Moulthrop, Stuart. *Radio Salience.* <http://www.cddc.vt.edu/journals/newriver/07Spring/moulthrop/radioSalience/index.htm>

**DQ**: What gender bias do you see in any of the above pieces? Is it able to be overcome? How? Are pieces inherently more feminine or masculine? If so, what criteria define each?

**Week 12**

Sharing ofWordle Presentations

**Third Journal Due**

Pick one of the pieces from Week 11 to discuss in greater depth. Include:

* A paragraph (8-10 sentences) summarizing what the piece is about (in your own words)
* Whether you liked it? Why or why not.
* What you learned from/about it? (this should be limited to your observations from watching the piece)
* How does it enhance your understanding of digital literature as a genre?
* Describe what limitations the piece has?

**Week 13**

Individual project conferences

Sharing of Creative Projects begins

**Week 14**

Sharing Creative Projects

Review for final exam

**Week 15**

**Final Journal Due (**You choose a piece from one of the literature collections to work with). Follow the specific guidelines from Journal three. Additionally:

* Begin with why you selected the piece you chose—Don’t say something like-it was cool).
* End with how you feel about digital literature as a genre at this point and whether or not you think it will become the poetry of the future. Qualify your response.

Final Examination